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ABSTRACT

The pamphlet is an adaptation of social studies objectives for 17-year-olds and adults developed in 1974 by the National Assessment of Educational Progress. It is to be used by schools in Kansas as a guideline in evaluating and developing local social studies programs. Its contents have not been field tested. The objectives are presented as strands, goals, and behavioral objectives. Strands are areas within social studies in which students need competency by the end of high school. They are threads which span grades K-12 and to which each grade level can contribute. Goals are long-range indications of needed student competency for each strand. The pamphlet identifies five strands: (1) knowledge base for understanding human beings and their relationships with their environments, (2) understanding of values, (3) ability to use intellectual and human relations skills, (4) positive self-concept, and (5) sense of and commitment to rational participation. Eighteen goals and more than 100 behavioral objectives are listed as related to the strands. For example, one goal in developing a positive self-concept is to help students become aware of their relative strengths and the strengths of the groups with which they identify. Another goal is to help students recognize societal barriers to full development. (Author/AV)

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SOCIAL STUDIES
STRANDS
GOALS
AND
END-OF-TWELFTH-GRADE OBJECTIVES

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Acknowledgments

The State Department of Education wishes to express its appreciation to the participants of the October, 1973, Rock Springs Ranch conference for their thoughtful and dedicated assistance in evaluating and revising the major objectives, subobjectives, and age-specific illustrations in the evaluation edition of the National Assessment of Educational Progress social studies objectives for use in the state of Kansas. Their favorable evaluations and support provided the basic impetus for the development of Social Studies Strands, Goals, and End-of-Twelfth-Grade Objectives.

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Additionally, the State Department of Education wishes to express its appreciation to National Assessment of Educational Progress, Education Commission of the States, for its cooperation in allowing the use of its second assessment social studies objectives (1973 evaluation edi-

tion and 1974 final edition) in the development of Social Studies Strands, Goals, and End-of-Twelfth-Grade Objectives. Richard Hulsart, Area Development Monitor, Exercise Development, NAEP, was particularly helpful.

Statement of Purpose and Approach

Social Studies Strands, Goals, and End-of-Twelfth-Grade Objectives is an adaptation of the objectives for seventeen-year-olds and adults in National Assessment of Educational Progress, Social Studies Objectives, Second Assessment (Denver, Colorado: Education Commission of the States, 1974) and has been printed for use by local schools as a guideline in evaluating and developing their social studies programs.

National Assessment of Educational Progress utilized three criteria in determining the social studies objectives important for students to achieve.

1. Objectives had to be considered important by specialists from the various social science disciplines and from the field of social studies education.

2. Objectives had to be considered acceptable educational tasks by elementary and secondary schools and state departments of education.

3. Objectives had to be considered by lay people as desirable objectives for young people to obtain.

In the fall of 1972, NAEP held conferences for the development of second assessment social studies objectives. Attending these conferences were social studies education and social science specialists from various universities and secondary and elementary schools. These specialists reviewed the first assessment objectives (1965) and developed a framework for identifying the second assessment objectives. This framework included six major objectives--the acquisition of a knowledge base for understanding human beings and their relationships with their environments, an understanding of values as they relate to individuals and groups, the use of intellectual skills, the use of human relation skills, the development of a positive self-concept, and a sense of and commitment to rational social participation. Next, the specialists broke each major objective down into subobjectives and each subobjective down into age-specific illustrations.

In January, 1973, a conference of lay people representing various occupations and geographic areas reviewed and revised these general objectives, subobjectives, and age-specific illustrations. A draft of the social studies objectives resulting from the developmental conferences was sent to randomly selected elementary and secondary schools and to the fifty state departments of education for evaluation. The results of this evaluation were reviewed by a NAEP social studies advisory group and all developmental conference participants. Revisions were made in the objectives and the final draft was published in 1974.

The Kansas State Department of Education adapted the major objectives, subobjectives, and age-specific illustrations for seventeen-year-olds and adults in the evaluation edition of the NAEP social studies objec-

tives (1973) into strands, goals, and end-of-twelfth-grade objectives, an approach that the department felt was more oriented toward kindergarten-grade twelve curriculum planning in the social studies. Strands are areas within the social studies field in which the student needs competency at the beginning of adult life or higher education. They are threads which run throughout the entire kindergarten-grade twelve social studies program and to which each grade level involved can contribute. Goals are long-range indications of needed student competency for each strand. They are intended to be large enough so that learning at all grade levels can contribute to their achievement. Each goal serves as a justification for the objectives under it. End-of-twelve objectives are observable student behaviors that could be expected as evidence of achievement of a goal by the completion of grade twelve.

The strands, goals, and objectives were evaluated at a Kansas State Department of Education sponsored conference at Rock Springs Ranch by selected local school teachers and administrators and college professors during the fall of 1973. Conference participants proposed several revisions and these revisions were incorporated into a tentative edition of the strands, goals, and objectives (December, 1973). This edition was evaluated by a Kansas local school-college-state education agency sponsored task force for studying competency-based social studies teacher education and certification and, after several revisions, utilized by the task force in identifying needed competencies for social studies teachers (Competencies for Social Studies Teachers: A Standard For the Preparation of Teachers, 1974). Several revisions were made in Strand V, A Sense of and Commitment to Rational Social Participation, by the Kansas State Department of Education during the summer of 1974. These changes were prompted by NAEP additions to the commitment objective in the final draft of its second assessment social studies objectives.

STRAND I

A KNOWLEDGE BASE FOR UNDERSTANDING HUMAN BEINGS AND THEIR RELATIONSHIPS WITH THEIR ENVIRONMENTS

Goal I A

THE STUDENT WILL HAVE KNOWLEDGE ABOUT SOCIAL ORGANIZATION.

As evidence of achievement of this goal, the student will be able to:

1. Identify some groups that human beings form (e.g., family, peer, community, national, and international groups) and indicate some reasons why and how these groups form.

2. Describe some of the functions of groups such as family, peer, community, national, and international groups in various cultures; indicate how and why these functions change; give explanations of the consequences of these changing functions.

3. Describe some of the functions of basic institutions (e.g., educational, religious, financial, health-care, business) in various cultures and indicate how and why these functions change.

4. Identify "cultural universals" such as shelter, food, communications, socialization, family organization, and religion; explain that the identified "cultural universals" take different forms in various cultures and that these forms change over time.

5. Describe some of the basic patterns of human settlement (e.g., nomadic, village, city), describe similarities and differences among these patterns, and give reasons for these patterns.

Goal I B

THE STUDENT WILL HAVE KNOWLEDGE ABOUT THE RELATIONSHIPS BETWEEN HUMAN BEINGS AND THE SOCIAL ENVIRONMENT AND ABOUT SOME OF THE CONSEQUENCES OF THESE RELATIONSHIPS.

As evidence of achievement of this goal, the student will be able to:

1. Identify and describe some influences groups (e.g., family, peer) and institutions have on individual behavior and attitudes (e.g., choice of clothes, food, language, recreation, and attitudes toward other people and institutions) and compare these influences with those in other cultures.

2. Identify individuals and groups whose efforts, ideas, or inventions have significantly affected the lives of other human beings; describe and evaluate their contributions.

3. Identify ideas and inventions that have changed the ways people live, describe the changes that have occurred as a result of these ideas and inventions, and evaluate the effect of these changes on the way people live.

4. Explain and evaluate ways in which ideas, customs, and inventions have been transmitted and spread to other people.

5. Identify some factors that might promote or inhibit technological change and explain in what ways these factors might promote or inhibit change.

6. Describe and evaluate some of the effects of population density and growth on the way people live.

7. Explain and evaluate some ways human resources have been allocated, utilized, and conserved in the community, the nation, and other societies.

8. Explain how various ethnic groups (including his/her own) have contributed to the development of a particular culture.

9. Give examples of some effects on social institutions that may result from contact between cultures.

10. Describe some political and economic interactions between the United States and other countries and indicate how these interactions affect people's lives.

Goal I C

THE STUDENT WILL HAVE KNOWLEDGE ABOUT THE RELATIONSHIPS BETWEEN HUMAN BEINGS AND THE PHYSICAL ENVIRONMENT AND ABOUT SOME OF THE CONSEQUENCES OF THESE RELATIONSHIPS.

As evidence of achievement of this goal, the student will be able to:

1. Describe ways in which human beings interact with the physical environment.

2. Describe and evaluate ways in which human beings have adapted to their physical environment.

3. Describe ways human beings have modified their physical environment; explain some reasons for these modifications; describe and evaluate the effects of such modifications.

4. Explain and evaluate some effects of technology (e.g., inventions and methods of production) on the relationship between human beings and the physical environment.

5. Explain and evaluate ways in which natural resources have been allocated, utilized, and conserved in the community, regions, the nation, and other societies.

Goal I D

THE STUDENT WILL HAVE KNOWLEDGE ABOUT THE DECISION-MAKING PROCESS.

As evidence of achievement of this goal, the student will be able to:

1. Give examples of some decisions made at home, in school, in peer groups, or at work which affect the individual; identify who makes these decisions and describe how these decisions have affected individual behavior.

2. Explain the influence of geographic location, life style, advertising, peer pressure, and governmental action on consumer decisions; describe and evaluate individual or group actions taken to protect the consumer.

3. Identify some decisions made about services (e.g., protection, health-care, transportation) in community, state, national, and international situations; suggest some reasons for these decisions and indicate possible effects of these decisions.

4. Identify decisions made about the production and distribution of goods in community, state, national, and international situations; suggest some reasons for these decisions and indicate possible effects of these decisions.

5. Compare, contrast, and evaluate ways in which individuals or groups can support or affect changes in decisions that have been made.

6. Identify situations (e.g., home, school, peer group, community, national, international) where individual or group participation in decision making has been affected by lack of opportunity; suggest and evaluate ways of increasing participation.

7. Identify specific interests of some of the major economic, social, and political organizations in the United States and describe some influences these groups have on the decision-making process.

8. Compare and contrast the decision-making processes of democratic and totalitarian political systems and socialistic and capitalistic economic systems.

9. Identify and explain the impacts and significance of some of the political and economic decisions made between and among nations.

10. Identify the rights of the individual as expressed in the United States Constitution and explain the importance of these rights in public and private decision making.

11. Identify the changing relationships in the division of power between local, state, and national governments and analyze some effects this relationship has on decision-making processes.

12. Describe and evaluate ways in which formal contracts (e.g., charters, constitutions, business agreements) have been used as a basis for decision making.

13. Explain the relationships between branches of goverument as expressed in the United States Constitution and analyze the importance of these relationships in decision making.

14. Identify some factors (e.g., lack or distortion of data, no clear cause and effect relationship, impact of time, conflict of values) that make political and economic decision making difficult and uncertain.

15. Identify major factors which have contributed to the economic and political development of a particular country and explain how some of these factors have influenced the decision-making process.

16. Identify some systems that various nations have developed to involve the general population in decision making and describe how these systems have evolved over time.

17. Explain how an analysis of the political and economic decision-making process employed in the past can help in decisions about the future.

Goal I E

THE STUDENT WILL HAVE KNOWLEDGE ABOUT CONFLICT AND THE IMPACT IT HAS ON INDIVIDUAL AND GROUP RELATIONSHIPS.

As evidence of achievement of this goal, the student will be able to:

1. Identify potential sources of conflict (e.g., values, distribution of power, wealth) within and between family, peer, school, community, national, and international groups.

2. Identify specific situations in the community and in national and international areas where there is potential or actual conflict; explain some reasons for the conflict and predict the consequences of the conflict.

3. Describe ways in which people react to conflict in family, peer, school, community, national, and international situations.

4. Describe ways in which conflict has been handled in family, peer, school, community, national, and international situations and evaluate the methods used in handling such conflicts.

5. Explain how conflict may affect relationships between individuals and between groups of people.

6. Suggest constructive ways of resolving conflict situations.

STRAND II

AN UNDERSTANDING OF VALUES AS THEY RELATE TO INDIVIDUALS AND GROUPS

Goal II A

THE STUDENT WILL HAVE AN AWARENESS OF SOME OF THE BELIEFS AND VALUES EXPRESSED BY PEOPLE AND A RECOGNITION THAT THE TIMES AND PLACES IN WHICH PEOPLE LIVE INFLUENCE THEIR BELIEFS, VALUES, AND BEHAVIORS.

As evidence of achievement of this goal, the student will be able to:

1. Describe and explain his/her own feelings and preferences about people, beliefs, and ways of life.

2. Describe ways in which he/she expresses his/her own feelings and preferences about people, beliefs, and ways of life.

3. Identify and give reasons for his/her own criteria for judgment of beliefs and actions of other people and for judgment of his/her own beliefs and actions.

4. Identify objects, feelings, and ideas important to people in different places and at different times and explain why some things are valued more in some places and times than in others.

5. Describe and explain ways in which people express their feelings and preferences for objects and ideas.

6. Infer from information about the conditions, times, and places in which people live what their beliefs, values, and activities might be.

7. Infer beliefs and values from patterns of behavior.

8. Predict behavior from knowledge of beliefs and values.

Goal II B

THE STUDENT WILL HAVE AN UNDERSTANDING OF WAYS IN WHICH BELIEFS AND VALUES ARE TRANSMITTED IN VARIOUS CULTURES.

As evidence of achievement of this goal, the student will be able to:

1. Compare and contrast the ways in which beliefs and values are transmitted in his/her own society with ways in which values are transmitted in another society.

2. Describe ways in which beliefs and values are transmitted between cultures.

Goal II C

THE STUDENT WILL HAVE AN UNDERSTANDING OF SOME OF THE INFLUENCES OF DIFFERING BELIEFS AND VALUES ON RELATIONSHIPS BETWEEN PEOPLE.

As evidence of achievement of this goal, the student will be able to:

1. Give examples of differences in beliefs and values among members of his/her own family or peer group and explain some of the possible effects of these differences.

2. Identify preferences that lead to group identification.

3. Give examples of differences in beliefs and values that have created a division between two groups of people, identify alternative ways of dealing with the situation, and explain the consequences of each alternative.

4. Compare and contrast the beliefs and values of two groups of people and suggest the effects (both positive and negative) that the similarities and differences in beliefs and values may have on the relationship between these two groups.

Goal II D

THE STUDENT WILL HAVE THE ABILITY TO EXAMINE HIS/HER OWN BELIEFS AND VALUES AND THE RELATIONSHIP BETWEEN THESE AND BEHAVIOR.

As evidence of achievement of this goal, the student will be able to:

1. Describe his/her own personal response (action or attitude) to a dilemma situation, identify the motivation for the response, and indicate the possible consequences of this response to self and others.

2. Identify his/her own beliefs and values and those of others in a dilemma situation involving members of family or peer groups.

3. Identify conflicts among his/her own beliefs and values as well as between and among beliefs and values of others in a dilemma situation.

4. Identify alternative responses to a dilemma situation, consider the possible consequences of the responses, and select and defend a position.

STRAND III

THE ABILITY TO USE INTELLECTUAL AND HUMAN RELATIONS SKILLS

Goal III A

THE STUDENT WILL HAVE THE ABILITY TO ACQUIRE, ANALYZE, ORGANIZE, AND EVALUATE INFORMATION FOR PURPOSES OF SOLVING PROBLEMS AND CLARIFYING ISSUES.

As evidence of achievement of this goal, the student will be able to:

1. Identify problems or issues appropriate for investigation.

2. Design a plan to investigate a problem or issue.

3. Identify, locate, and use a variety of sources (e.g., authorities or resource people, books on a subject, reference works, maps, magazines, newspapers, radio, television, interviews, surveys, experiments, statistical data, case studies, systematic observations, or personal experiences) to obtain information on problems or issues.

4. Distinguish between relevant and irrelevant sources; reliable and unreliable sources.

5. Formulate questions appropriate for gaining information from sources.

6. Evaluate the quality of available information and identify important but unavailable sources of information.

7. Analyze and organize information (e.g., identify central elements in information, distinguish facts from opinions, detect errors in logic, differentiate between points of view, assess the relevance and adequacy of information, identify and make judgments about the nature of a sample, identify stated and unstated assumptions, detect biases, make inferences, identify cause and effect relationships, point out interrelationships among concepts, record observations and information obtained from sources, classify information, summarize information) obtained from various sources.

8. Use summarized information to draw conclusions, offer solutions to problems, clarify issues, or make predictions, or as a guide to continued investigation.

9. Test solutions to problems or issues when possible.

10. Modify solutions to problems or issues in light of new factors or considerations.

11. Analyze trends and modify predictions when necessary.

12. Indicate the tentativeness of conclusions, solutions, and predictions.

13. Identify and weigh conflicting values which serve as contradicting criteria for judging courses of action which might alleviate problems or issues.

14. Formulate a set of criteria for judging proposed courses of action.

15. Select and defend a position or course of action consistent with the established criteria.

Goal III B

THE STUDENT WILL HAVE THE ABILITY TO COMMUNICATE AND WORK WITH OTHERS.

As evidence of achievement of this goal, the student will be able to:

1. Ask others to express their views and opinions; accept them without censure.

2. Listen carefully to the expression of others; forget himself/herself and his/her own ideas as he/she tries to understand what the other person is saying, thinking, and feeling.

3. Ask for clarification and elaboration of the ideas of others when necessary.

4. Clarify and elaborate on his/her own ideas.

5. Assume different discussion roles (e.g., initiator, facilitator, blocker) and identify some of the effects of these roles on individual and group action.

6. Interact in various capacities (e.g., leader, advisor, supporter).

7. Work with people of diverse abilities, backgrounds, and interests in group activities (e.g., class discussions, role-playing episodes, extra-curricular projects, community agencies).

8. Give emotional and intellectual support to others in group efforts.

9. Accept his/her share of the responsibilities that arise from group efforts.

STRAND IV

A POSITIVE SELF-CONCEPT

Goal IV A

THE STUDENT WILL HAVE AN AWARENESS OF THE CHARACTERISTICS THAT GIVE HIM/HER IDENTITY.

As evidence of achievement of this goal, the student will be able to:

1. Identify a range of individual (personal) characteristics (e.g., sex, age, physical, position, aesthetic preferences).

2. Identify the characteristics of the groups, institutions, or associations with which he/she identifies (e.g., family, peer, educational, national, religious, ethnic).

3. Identify the similarities and differences between his/her own characteristics and those of the groups with which he/she identifies.

Goal IV B

THE STUDENT WILL HAVE AN AWARENESS OF HIS/HER GOALS (ASPIRATIONS), THE GOALS OF THE GROUPS WITH WHICH HE/SHE IDENTIFIES, AND THE RELATIONSHIP BETWEEN THESE GOALS.

As evidence of achievement of this goal, the student will be able to:

1. Identify personal goals and explain why these goals are important.

2. Identify the goals of the groups, institutions, or associations with which he/she identifies.

3. Identify the congruencies and incongruencies between his/her goals and the goals of the groups with which he/she identifies.

Goal IV C

THE STUDENT WILL HAVE AN AWARENESS OF THE RELATIVE STRENGTHS OF HIMSELF/HERSELF AND THE GROUPS WITH WHICH HE/SHE IDENTIFIES, AND A RECOGNITION OF THE SOCIETAL BARRIERS TO FULL DEVELOPMENT THAT MAY EXIST.

As evidence of achievement of this goal, the student will be able to:

1. Identify his/her own strengths.

2. Identify the strengths of the groups, institutions, and associations with which he/she identifies.

3. Identify the relationship between his/her strengths and the strengths of the groups with which he/she identifies.

4. Identify possible societal barriers to self and group development.

Goal IV D

THE STUDENT WILL HAVE THE ABILITY TO MOVE TOWARD SELF-ACTUALIZATION.

As evidence of achievement of this goal, the student will be able to:

1. Evaluate the extent to which he/she has control over the setting and achievement of personal goals in light of what he/she knows about himself/herself, the groups with which he/she identifies, and the societal barriers to full development.

2. Suggest ways in which he/she can maximize his/her effectiveness.

STRAND V

A SENSE OF AND COMMITMENT TO RATIONAL PARTICIPATION

Goal V A

THE STUDENT WILL HAVE AN AWARENESS OF THE QUALITY OF HUMAN LIFE AND AN INTEREST IN WAYS IN WHICH THE QUALITY CAN BE IMPROVED.

As evidence of achievement of this goal, the student will be able to:

1. Identify differences in the quality of life among persons and groups of people and suggest reasons for these differences.

2. Identify ways groups or social institutions may help improve the quality of human life.

3. Identify specific obstacles to, or restrictions on, personal and social growth.

4. Suggest ways that he/she can personally and practically help to improve the conditions of human life.

Goal V B

THE STUDENT WILL HAVE THE ABILITY TO EXPLAIN AND SUPPORT RIGHTS AND FREEDOMS IMPORTANT TO HUMAN DEVELOPMENT.

As evidence of achievement of this goal, the student will be able to:

1. Identify rights and freedoms and explain their relationships and importance to full human development.

2. Explain the meanings and implications of equal access to opportunity.

3. Suggest ways in which he/she can act in support of equal access to opportunity for all people.

4. Express a willingness to act in upholding basic constitutional principles and explain why these principles are important to individual achievement and well-being.

5. Express a willingness to act in support of means to achieve equal opportunity and explain why these means are important to the individual.

Goal V C

THE STUDENT WILL HAVE THE ABILITY TO PARTICIPATE IN FAMILY, SCHOOL, AND COMMUNITY LIFE ON THE BASIS OF RATIONAL DECISIONS INVOLVING HIS/HER OWN VALUES AND THE CONFLICT AMONG THESE VALUES.

As evidence of achievement of this goal, the student will be able to:

1. Use clearly thought out values and conscious sensitivity to the rights and opportunities of others in making decisions about personal actions.

2. Participate rationally in the setting, planning, achievement, and evaluation of personal goals and activities carried on at home, in school, in peer groups, or at work.

3. Participate rationally in some social, political, or economic activities carried on in the community.

4. Participate on the basis of rational decisions, alone or with others, in removing obstacles or restrictions to the full development of individuals or groups.